

Busy Bees Pre-School

Inspection report for early years provision

Unique reference number	256752
Inspection date	17/03/2011
Inspector	Susan Ennis

Setting address	Hodgson Centre, Hodgson Avenue, Peterborough, Cambridgeshire, PE4 5EG
Telephone number	07762 125794
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Busy Bees Pre-School registered in 1988. It operates from The Hodgeson Community Centre in the residential area of Werrington in Peterborough. The pre-school serves the local area and has strong links with the school. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Friday during term times. Sessions are from 9am until 11.30am with an optional lunch club from 11.30am to 12.30pm. Sessions are also offered on a Monday and Thursday afternoon from 12.30pm to 3pm. Children are able to attend for a variety of sessions. A maximum of 34 children may attend the pre-school at any one time. All children attending are within the Early Years Foundation Stage.

The pre-school provides funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs five members of child care staff. Of these, all hold appropriate early years qualifications. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff create a very welcoming and safe environment in which all children thrive. Planning is flexible, taking into account children's likes and dislikes. This enables them to enjoy their time at the pre-school and make good progress in their learning and development. The staff build trusting relationships with parents and carers and keep them well informed about the day-to-day running of the pre-school and their children's development. Senior staff lead a culture of reflective practice where all those involved with the pre-school work together, to review the setting's strengths and areas for improvement and are committed to continuous improvement for all children and their families.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the systematic use of initial starting points, observation and assessment to plan for children's next steps and demonstrate their overall progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The effective implementation of the pre-school's comprehensive policies and procedures support the daily running of the setting and ensure that children are offered a safe and secure environment. For example, there are robust procedures in place for checking that staff are suitable to work with the children and a rolling program of training to further increase their childcare knowledge. They also have an appropriate understanding of the procedures to follow relating to safe guarding children, ensuring that their welfare is promoted and that they are protected at all times. Staff are vigilant about visitors to the pre-school, ensuring that all sign the visitors' book and know the procedure to follow should an emergency evacuation take place. Staff further protect children's safety by taking effective steps to minimise any hazards. They carry out daily safety checks of the areas used by the children and complete comprehensive risk assessments that are reviewed regularly. Practical procedures also protect the children when on outings. For example, before each outing staff complete full risk assessments of the route and location to ensure that no hazards are present. Then before leaving the pre-school staff ensure that the correct staff to child ratio is adhered to and remind children about the road safety procedures in place.

Children's individual development is effectively promoted as the pre-school has good procedures in place to support, monitor and evaluate their progress. The interesting range of available resources is positively used and the inclusive, child-friendly environment is conducive to children's learning. For example, some low-level storage units encourage the children to freely choose what to play with and child-sized furniture ensures that they can sit comfortably while they play. Cosy floor cushions encourage children to sit and share a book and the use of an additional room ensures that those children that wish to, for example, sit and listen to a story can do so whilst the other children continue playing.

The pre-school effectively promotes equality and diversity, enabling them to offer a service that is inclusive for all children and their families. Staff work closely with the parents to ensure that they understand each child's background, needs and beliefs. For example, they learn words and phrases in children's home language to help them feel more settled. Staff work hard to ensure that each child's individual needs are met and devise activities to progress children's development further. For example, children are helped with their language development as they use story sacks containing items relating to the sounds they find more difficult and hand puppets encourage their pronunciation of difficult words and sounds. Staff actively help children learn and understand about the society in which they live. For example, they celebrate festivals such as Chinese New Year by encouraging the children to try noodles as a snack. Also when staff notice that boys are not accessing all resources in the dressing-up corner due to stereotyping, they produce a photograph board showing cultural diversity. They discuss with the children different ways to dress, after which they accept that it is alright to dress in whatever they want.

Effective links with parents and carers positively promotes continuity of care and

education for all the children. Parents are kept well informed about their child's development and are included in their progress. They are invited to parents' evenings and can access their child's development file at any time. They are also invited to regular coffee mornings, giving them a chance to discuss issues with staff and to be kept up-to-date with any changes taking place. They are regularly informed about the pre-school's good practice and working ethos through comprehensive policies, a notice board and regular newsletters. Wider partnership working is encouraged as the pre-school builds relationships with the other settings and schools in the area. They share relevant information where possible and work together to provide a consistent quality of care for all the children. A photograph album containing pictures of the local school is well used by the children, helping them to get to know the building before transfer.

Staff show a genuine desire to promote the best care and opportunities for children and are committed to sustainability. For example, they have applied for funding to develop the outside play area so that it can be used to its full potential. The ongoing monitoring and reflective practice in place helps staff highlight their strengths and areas for improvement. They use information from staff meetings, the self-evaluation form, action plans and feedback from parents to implement changes to further improve the outcomes for children.

The quality and standards of the early years provision and outcomes for children

Children are offered interesting and stimulating opportunities to help them effectively progress and develop across all areas of learning. Information is gained from parents about children's home lives and their likes and dislikes through completion of 'The Busy Bees Book About Me'. However, as limited evidence is in place about children's developmental starting points, this information is not used to inform initial assessments. Therefore, areas of concern or further challenge are not immediately highlighted. Staff record children's attainments through use of observation, assessment and planning for their next stage of development. Each child has a record of achievement that highlights their progress within each area of learning through written observations and photographs. However, as the system currently in place does not consistently identify children's next steps or show children's overall progress during their time at the pre-school, their development is not optimally promoted.

Children's learning is effectively encouraged through a range of adult-led and child-initiated activities. Themed topics help give a focus to the activities, as well as a good range of continuous provision resources. During a topic about growth, children grow and nurture cress and carrots and learn that potatoes need to seed before they are ready for planting. They use the story of 'Jack and the Beanstalk' to develop their creative skills as they make a display for the wall and their mathematical language as they discuss the meaning of words such as massive, huge and growing higher. They learn about the natural world as they use the pre-school bird hide to look for birds outside in the garden and learn to recycle items by placing them in their very own child-sized compost bin. Their imaginary skills

are encouraged as they play in the nest area depicting where the owl babies live in the one of their favourite stories and their physical and prediction skills as they actively participate in telling an adventure story, using their arms to be the swishy, swoshy grass.

Children enjoy their time at the pre-school, forging friendships with the staff and each other. Staff use their good childcare knowledge to incorporate learning experiences through a range of regular activities and resources. For example, when a new child visits the setting, older children are encouraged to help them by showing them where to go and therefore making them feel more settled. Children are polite to each other, making room for their friend at the snack table and knowing that 'caring is sharing'. Children are also developing a sense of helping others. For example, they take part in their own mini marathon, running around a route that includes a cardboard cut out of Tower Bridge, to help raise money for charity. Children's behaviour is excellent as they learn the consistent rules and expectations in place. For example, when asked to stand like statues they automatically stand very still and patiently wait for their instructions. The positive role modelling practiced by staff also encourages the children to make the right choices.

Children's health and welfare are extremely well promoted as the staff take effective steps to minimise the spread of infection. They develop children's understanding of healthy living as they, for example, encourage them to wash their hands before eating and remind them of the consequences of not doing so. Children learn about the affect of germs as they tell the inspector that food dropped during snack time must not be picked up 'because it's dirty'. Children also know that, after having used a tissue for their nose, they must wash their hands. The children fully participate during snack time, developing their knowledge of healthy foods and their independence. They help cut up the fruit, pour their own drinks and know to place their cup and plate in the bowl when finished. Children also take part in additional activities to support their understanding. For example, a cuddly bear called Chloe often goes home with the children at weekends. The children are encouraged to fill Chloe's suitcase with pictures of what she has eaten whilst with them and this is then shared with the other children on their return to pre-school. Children have outstanding opportunities for fresh air and exercise. The outside play area encompasses all areas of learning and development as the children, for example, grow bulbs in Wellington boots, use their physical skills to ride on the bikes and scooters and develop their creative skills as they enjoy making porridge using the role play resources provided. They are learning about their own safety as they are reminded to stay behind the line with their bikes so that they do not bump into any one walking by. They are also learning a sense of risk as they decide that they would like to jump from the top of the slide. Staff encourage them to think about how they can do this safely and then support them by holding their hand for a safe landing.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met